



## Pupil Premium strategy statement review 2022

Academic year: 2021-2022	Total number of pupils: 147 (173 inc Nursery)	Number of pupils eligible for PP: 33
Total fund allocated: £43040	Most recent PP review: July 2022	Date for next internal review: October 2023

Percentages of P.P pupils working at or above age related expectations. There are no standardised scores for writing.

	Rec (5 children)	Year 1 (7 children)			Year 2 (7 children)			Year 3 (6 children)			Year 4 (8 children)		
Subject area	GLD	R	W	M	R	W	M	R	W	M	R	W	M
Attainment against P.O.S.	40%	71%	57%	57%	43%	14%	57%	100%	67%	50%	75%	63%	75%

### Impact 2021-2022:

Objective	Did we meet the success criteria? Lessons learned.																																										
Reintegration of all pupils to school following COVID 19	Pupil Premium attendance above 91%, 1% below whole school average. Persistent pupil premium non-attendance has been challenged robustly and funded places given to wrap around care given.																																										
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	<p>SEMH tracking across school shows Pupil Premium children and non Pupil Premium children are broadly matched in SEMH assessments.</p> <p><b>Non Pupil Premium</b></p> <p>Legend <span style="color: red;">■</span> Well below <span style="color: orange;">■</span> Just below <span style="color: green;">■</span> Expected <span style="color: blue;">■</span> Above <span style="color: grey;">■</span> No data</p> <table><tr><td><b>Self-awareness</b></td><td><div><div></div><div>6%</div><div>84%</div><div>8%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Self Regulation</b></td><td><div><div>12%</div><div>10%</div><div>70%</div><div>8%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Self Motivation</b></td><td><div><div></div><div>14%</div><div>74%</div><div>10%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Social Skills</b></td><td><div><div></div><div>13%</div><div>79%</div><div>7%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Empathy</b></td><td><div><div></div><div>9%</div><div>79%</div><div>11%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>General Mood</b></td><td><div><div>5%</div><div>5%</div><div>84%</div><div>7%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Challenge/ Engagement</b></td><td><div><div>3%</div><div>22%</div><div>66%</div><div>10%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Well being</b></td><td><div><div>4%</div><div>3%</div><div>85%</div><div>9%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Confidence with Peers</b></td><td><div><div>4%</div><div>4%</div><div>86%</div><div>7%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr><tr><td><b>Confidence with staff</b></td><td><div><div>4%</div><div>5%</div><div>85%</div><div>7%</div></div></td></tr><tr><td>111 pupils · Average: <span style="color: green;">Secure</span></td><td></td></tr></table>	<b>Self-awareness</b>	<div><div></div><div>6%</div><div>84%</div><div>8%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Self Regulation</b>	<div><div>12%</div><div>10%</div><div>70%</div><div>8%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Self Motivation</b>	<div><div></div><div>14%</div><div>74%</div><div>10%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Social Skills</b>	<div><div></div><div>13%</div><div>79%</div><div>7%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Empathy</b>	<div><div></div><div>9%</div><div>79%</div><div>11%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>General Mood</b>	<div><div>5%</div><div>5%</div><div>84%</div><div>7%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Challenge/ Engagement</b>	<div><div>3%</div><div>22%</div><div>66%</div><div>10%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Well being</b>	<div><div>4%</div><div>3%</div><div>85%</div><div>9%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Confidence with Peers</b>	<div><div>4%</div><div>4%</div><div>86%</div><div>7%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>		<b>Confidence with staff</b>	<div><div>4%</div><div>5%</div><div>85%</div><div>7%</div></div>	111 pupils · Average: <span style="color: green;">Secure</span>	
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Forest school provides self-esteem opportunities for all through work with forest lead	All Pupil Premium children have received forest school intervention, having a positive impact on SEMH. Additional funded after school specialist Pupil Premium forest school sessions have also been provided.																																								
Quality first teaching which is never less than good. Teachers use effective assessment to identify gaps in knowledge and skill and differentiated lessons to ensure adequate challenge and support.	Observations and monitoring highlight consistently good and better teaching. Staff are good at picking up where children are struggling and plug gaps as necessary. Interventions are tracked accurately and evidence progress.																																								
Teachers use summative data to review progress and identify gaps to inform groupings and intervention. Increase percentage of disadvantaged pupils achieving ARE in all areas.	<p>Data used effectively to support teaching and learning.</p> <p>Good progress has been made.</p> <p>Legend <span style="color: red;">■</span> Below Expected <span style="color: green;">■</span> Expected Progress (0) <span style="color: blue;">■</span> Above Expected <span style="color: grey;">■</span> Insufficient Data</p> <table><tr><td><b>Reading</b></td><td><div><div>4%</div><div>75%</div><div>21%</div></div></td></tr><tr><td>28 pupils · Average: <span style="color: green;">+0.2</span></td><td></td></tr><tr><td><b>Writing</b></td><td><div><div>4%</div><div>71%</div><div>25%</div></div></td></tr><tr><td>28 pupils · Average: <span style="color: green;">+0.2</span></td><td></td></tr><tr><td><b>Maths</b></td><td><div><div></div><div>71%</div><div>29%</div></div></td></tr><tr><td>28 pupils · Average: <span style="color: green;">+0.3</span></td><td></td></tr></table>	<b>Reading</b>	<div><div>4%</div><div>75%</div><div>21%</div></div>	28 pupils · Average: <span style="color: green;">+0.2</span>		<b>Writing</b>	<div><div>4%</div><div>71%</div><div>25%</div></div>	28 pupils · Average: <span style="color: green;">+0.2</span>		<b>Maths</b>	<div><div></div><div>71%</div><div>29%</div></div>	28 pupils · Average: <span style="color: green;">+0.3</span>																													
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Improve the engagement and participation of vulnerable pupils to improve access to learning and increase progress.	Children are keen to learn and engaged. Further opportunities have been made accessible. Pupil premium children have had funded places to sporting, computing and story rangers clubs (drama clubs based around a text, designed to nurture a love of books).																																								

Barriers to future attainment:	
In-school barriers	External barriers
<p><b>A</b> - Pupils demonstrate limited language skills.</p> <p><b>B</b> - Acquisition of understanding and skills can be poor to due to narrow experiences.</p> <p><b>C</b> - Disadvantaged pupils independent learning skills including completion of homework, reading, access to online learning platforms is lower and impacts on progression.</p> <p><b>D</b> - Pupil well-being of disadvantaged pupils is often lower resulting in lack of confidence.</p> <p><b>E</b> - Experiences during lockdown.</p> <p><b>D</b> - Some pupil premium children also have SEND (30% of Pupil Premium children.)</p>	<ul style="list-style-type: none"> <li>• Under stimulation within the home environment, lack of book, access to enriching experiences and other parental priorities/ issues which affect parent health and well-being.</li> <li>• Impact lockdown has had on these learners. All barriers will have been amplified because of the pandemic.</li> <li>• Limited experiences on which to draw.</li> </ul>

Desired outcomes and how they will be measured  (N.B some desired outcomes carried forward from 2020-21 due to pandemic)	Success criteria
Quality First Teaching: All teaching to be good or better in whole class teaching and in intervention groups. Teachers and TAs to use formative assessment information to identify needs, plan targeted interventions and close gaps for PP pupils.	Targets for individual pupils are met Gaps in attainment between PP pupils and non PP pupils are closed .Triangulated learning walks identify all teaching and learning as good or better Interventions are evaluated for impact

Greater number of PP pupils achieving expected levels at the end of KS1 in Reading, Writing and Maths.	Gap closes between PP and National achieving expected in KS1
Greater number of PP pupils achieving expected levels at the end of KS1 in Reading, Writing and Maths.	Gap closes between school PP and school all achieving expected in KS1
Effective support in place to support children's Social, Emotional and mental health  Teachers and support staff are better prepared to identify children's needs	Early identification of children's needs registered and detailed on CPOMS and Insight.  Monitoring and tracking show impact of support Engagement in after-school clubs and other enrichment activities offered by the school
Tracking PP pupils' attendance and punctuality, meeting with parents and involving other agencies where appropriate Short term and long term targets for attendance are rewarded	Rates of PA for PP pupils are below national benchmark (8.2% of enrolments in primary schools nationally 2018/19) Absence of PP pupils to be less than that of national benchmark.

## **2021-2022 £43040**

### **Planned expenditure**

(N.B some desired outcomes carried forward from 2020-21 due to pandemic)

Action	Intended Outcome	Estimated impact	Lessons learned	Cost	Staff lead
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<i>To establish a clear and shared vision for the curriculum at Lane Green</i>	<i>All stakeholders understand the Intent of our curriculum</i>	<i>Staff who are responsible for planning children's learning have a clear view what the curriculum is designed to achieve for pupils</i>	<i>Rolling program of skill developed to support continuity of flow of skills being taught throughout Lane Green.</i>	<i>£2 50</i>	<i>SLT</i>
<i>To establish a structure within the school of responsibilities for leading the implementation of the curriculum and evaluating its impact</i>	<i>The curriculum is well planned and well taught, so knowledge and skills are carefully sequenced and allow children to know more and remember more</i>	<i>As a result of a more coherently planned curriculum, all pupils are able to build upon previous learning knowledge and skills, leading to better outcomes for learners</i>	<i>Focused subject leadership has improved sequence of learning and progression of skills.</i>	<i>£2 50</i>	<i>SLT All staff</i>
<i>To provide additional support in classrooms for core subject lessons</i>	<i>As a result of having an additional adult in the classroom pre-teaching, revision and re-enforcement activities can take place on a daily basis</i>	<i>All pupils have their misconceptions addressed, and more able pupils are appropriately challenged, enabling them to make good progress</i>	<i>Staff have been trained to track interventions on insight. Data captured is transparent to all members of staff and robustly monitored to review effectiveness.</i>	<i>£37,495 pp contribution</i>	<i>Staff</i>

Action	Intended Outcome	Estimated impact	Lessons learned	Cost	Staff lead
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Funded access to breakfast club for targeted pupil premium pupils to support improved attendance	Continued improvement in attendance for all/maintain current good attendance Improve attendance of PP pupils	Pupils are not missing out on learning opportunities Gaps in learning are less likely to develop/more likely to be closed as a result of regular attendance	Positive impact on attendance. Persistent pupil premium absences to be targeted further.	£3 per session x 190 = £570  £570 per pupil X 5 = £2850	SLT
Improve access to a range of clubs designed to enrich cultural capital opportunities for pupil premium pupils.	For pupil premium children to receive the same curriculum enrichment activities as non pupil premium pupils.	Children receive the same wider school offer of clubs as non pupil premium pupils	Uptake has been positive in following clubs: <ul style="list-style-type: none"> <li>• Multi sports</li> <li>• Coding</li> <li>• Story Rangers.</li> <li>• Forest School</li> </ul> Widen club selection moving forward	£1000	SLT
School led tutoring	For all pupil premium children in school (identified as working towards or below) to receive consistent school	Improved attainment and progress for pupil premium pupils.	All Year 1 and Year 2 pupil premium pupils achieved above		CK and TW

	led tutoring sessions to close gaps in phonics and spelling.		pass mark in phonics. KS2: 78% reading 64% writing 64% maths		
Total Spend:					£42,415

Remaining balances to be used for targeted support where necessary, supporting educational visits, instrumental tuition and resources.